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CHAPTER 1: INSTALLATION INSTRUCTIONS

Macintosh

Installing and Running from the CD
To run Career Visions from the CD-ROM, simply insert the CD-ROM into your CD-ROM drive and wait for a window called Career Visions 2000 to open up on the monitor of your computer. Double click on the Career Visions icon.

Installing Career Visions onto Your Hard Drive
To install Career Visions onto your hard drive, drag the Career Visions folder to your hard drive. To run Career Visions from your hard drive, double click on the Career Visions icon located in the Career Visions folder on your hard drive.

Installing Career Visions Basic onto Your Hard Drive
To install Career Visions Basic (no videos) onto your hard drive, run Install CV Basic located in the CV Basic Installer folder on your CD. To run Career Visions from your hard drive, double click on the Career Visions icon located in the Career Visions folder on your hard drive.

QuickTime
Your CD contains an installation program for QuickTime 3 which is located in the QT_Mac folder. Use this installation program if your computer does not have QuickTime 3 installed. The movies in Career Visions will not play without QuickTime 3.
CHAPTER 1: INSTALLATION INSTRUCTIONS

Career Visions System Requirements

Minimum System Requirements
Any color Macintosh
13” color monitor (640x480 capability)
8MB RAM
12MB RAM for System 7.5.5 or above
CD ROM Drive: double speed or better
System 7.0 or later

Recommended System Requirements
Any Quadra, Performa, or PowerMac
13” color (640x480 capability)
16MB RAM or more
Hard Drive: 500MB needed to copy CD to hard drive
CD ROM Drive: Quad speed or better
System 7.0 or later

Network Use: Ethernet, 500MB free on network server
CHAPTER 1: INSTALLATION INSTRUCTIONS

Windows

Installing Career Visions
1. Insert the Career Visions CD-ROM into your CD-ROM drive. Run the SETUP.EXE located in the root directory of the CD-ROM.

2. You will be asked if you want to run Career Visions directly from the CD-ROM or to install the CD-ROM files onto a hard drive. You will need about 500 MB free on the hard drive to install the CD-ROM files. The hard drive can be a network server drive to allow the software to be shared by multiple users.

3. When prompted, indicate what kind of directory you selected (local or network) and, if network, which version of Novell Netware you are running on the server (3.x or 4.x). This selects the proper syntax for flagging files for multi-user access for the version of Netware you are using.

4. Network Users Only: At each workstation that will access the shared copy of Career Visions, run the program CVSETUP.EXE located in the network directory in which you installed the program files. This will create an icon and Program Manager group for that user. Only run this program from the installation directory.

5. After the installation is complete, you may need to install QuickTime 3 if your computer does not have it already. Your CD contains an installation program for QuickTime 3 which is located in the QT_Win folder. The movies in Career Visions will not play without QuickTime 3.

To run your newly installed copy of Career Visions, click on the Start button and select Programs-Wisconsin Careers-Career Visions 2000.

Note: If you have earlier versions of Career Visions on your computer, they must be deleted.

For technical assistance please dial toll free (800) 442-4612 ext. 12.
CHAPTER 1: INSTALLATION INSTRUCTIONS

Career Visions System Minimum Requirements

486 or better
16MB RAM
Super VGA (640 x 480), 256 colors
CD ROM Drive: double speed or better
Hard Drive: 500MB needed if copied to hard drive
Sound Card: QuickTime compatible sound card with speakers
Video Card: QuickTime compatible video card
Mouse
Windows95, Windows98, or Windows NT
Network Use: Ethernet, 500MB free on network server
CHAPTER 2: INTRO TO CAREER VISIONS

User Guide

Introduction

Career Visions will help you learn about the world of work and the educational choices needed to get the type of job you want. You can find occupations that match your skills and interests, learn more about occupations in which you are interested, find colleges that will prepare you for an occupation, etc. It contains information on more than:

- 4000 colleges
- 900 occupations and occupation specialties
- 750 programs of study

Career Visions contains four different occupational and educational search programs for any level of career readiness:

- Exploring Work
- Workomatic
- Career Skills
- Exploring Education

Career Visions special features:

- Video and sound
- Fast and networkable
- Point-and-click user interface
- Icon-based
- Nonlinear (move anywhere at anytime)
- Compare up to 4 occupations
- Compare up to 4 schools
- Tutorials
- Finds occupations that match the results of tested assessments
- Fun and easy to use
- Charts and graphs
- Saves what you have entered so you can use it later
- Easily move to different segments of the program and back
- No manuals or indexes needed
- Commands are consistent and clear
- System Command Bar always available for printing, getting help, or quitting

To use Career Visions, you should know how to point-&-click with the mouse, how to click-&-drag, and how to start a program. You should also recognize and know how to use standard screen items: scroll bars, radio buttons, and so on.
CHAPTER 2: INTRO TO CAREER VISIONS

Getting Started
To start Career Visions, double-click the Career Visions icon from the desktop. On the title screen click Begin. Career Visions asks for your name. Next, if you want to use information you’ve saved from a previous session of Career Visions click on the Resume a saved session radio button. Click on the Continue button.

Career Visions Main Menu
Click on the World of Work button to run Exploring Work, Workomatic, Career Skills, or Occupation Info. Click on the World of Learning button to run Exploring Education, Programs of Study Info, or College Info. Click on the How Do I button to get assistance with the program.
CHAPTER 2: INTRO TO CAREER VISIONS

World of Work Modules

Exploring Work
- Explore the world of work; discover connections between your personality skills and different types of jobs.

Workomatic
- Identify occupations that match your goals and abilities.

Career Skills
- Select 35 work-related skills and find occupations matching these skills

Occupation Info:
- Learn about specific occupations.

Click on the World of Learning globe to go to the World of Learning Menu.

Click on the How Do I button to get assistance with the program.
World of Learning Modules

Exploring Education

• Find educational institutions that meet your needs and goals.

College Info:
• Learn about specific schools (2-year & 4-year colleges, trade schools, etc.).

Programs of Study Info
• Identify educational programs that prepare you for various occupations.

Click on the World of Work globe to go to the World of Work Menu.

Click on the How Do I button to get assistance with the program.
CHAPTER 2: INTRO TO CAREER VISIONS

The System Bar
An important feature of Career Visions is the System Bar. This is the strip at the left of each screen that tells you what module you are in. It also has five special buttons: My Plan, Print, Quit, Save, and Go Back. You can use these buttons at almost any time.

My Plan
Click on the My Plan button to print or view a copy of your career plan.

Print
Click on the Print button to print information related to the module you are in.

Quit
Quit gives you three choices:
• Quit Career Visions entirely
• Quit the module you are in and return to the main menu
• Cancel - don't quit after all

Save
This button lets you save your work so you can return to Career Visions at a later time and pick up where you left off.

Go Back
Click on the back arrow to return to the previous screen.
CHAPTER 2: INTRO TO CAREER VISIONS

Administrator's Guide

General Introduction

*Career Visions* is a modular software system providing a comprehensive set of programs for exploring the world of work and education, as well as making real plans for one's future. Each "search" module is a self-contained unit allowing access to one or more of three distinct databases: Occupations, Colleges, and Programs of Study. A user who has reached the Occupations database from an occupation-search module can easily move into the Programs of Study database, and on to the Colleges database; more importantly, the user can back up, returning to the search module, before setting off once more into the database.

Since all the *Career Visions* modules are based on the same principles of software design, a user who has tried one of them is well-prepared to move on to another. As users "wander" from module to module or database to database, they can rely on certain features being available at all times. This reduces the need for referring to extensive documentation.

What Users Should Know...

... about Macintosh and Windows Computers

To effectively work with any *Career Visions* module, users should be familiar with the basic features of the Macintosh User Interface. Users should:

• know how to use the mouse to point-and-click
• know how to click-and-drag
• recognize the standard scrollbars, and be able to manipulate them
• recognize standard graphical items: buttons, radio buttons, check boxes, etc.

Users who wish to save work and resume their session later should know how to use the standard dialog for saving files on a floppy disk or in a folder designated by the instructor.

... about *Career Visions*

In addition to these interface features, users should be aware of a few *Career Visions* standards:

• If individual items within a list are highlighted as users move the cursor over the list, then they can click on a highlighted item and something will happen.

• If a button represented by a picture is not shown in color, then the button is not active. This is particularly relevant for the various Movie buttons throughout the *Career Visions* modules.
CHAPTER 2: INTRO TO CAREER VISIONS

Getting a Printed List of All Occupations, Colleges, and Programs of Study
You will find files on your CD that contain lists of all occupations, colleges, and programs of study available in Career Visions. These files are located in a folder/directory called Lists and can be opened using Adobe Acrobat. An installer for Acrobat is available on the Career Visions CD. Alternatively, you can go into Exploring Work, Workomatic, or Exploring Education and choose Print from the system bar to get a list of occupations or schools.

Video Credits
Video provided/purchased from:

Career Information & Training Network
8808 St. Charles Rock Road
St. Louis, MO 63114
(314)426-2328

Ace Consortium
2323 Anderson Avenue
Manhattan, KS 66502
(913)532-6540

Hawkhill Video
125 East Gilman Street
Madison, WI 53703
(800)422-4295
**Introduction**

*Exploring Work* is a *Career Visions* module for exploring the world of work and learning about the connections between who you are and the types of occupations you might find enjoyable and satisfying. This guide shows you the main screens you will see in *Exploring Work*.

**Starting the Program**

To start *Exploring Work*:

- Click the World of Work button on the Main Menu. Then click on the *Exploring Work* button on the World of Work Menu.

To start a stand-alone version:

- Double-click the *Exploring Work* icon on the Desktop.
Clicking on this dial changes the kind of information you get when you click on an occupation. In this picture it’s set to Full Description. So, when you click on an occupation, you will get the full description of the occupation.
CHAPTER 3: EXPLORING WORK

Getting Information on an Occupation

Because the dial is set to Short Description, clicking on an occupation in the list will display a short description.

Why/Why Not

Because the dial is set to Why Very Good, clicking on an occupation in the list will display the choices you’ve made and whether or not they match the selected occupation.
This popup is displayed after clicking on the Enter Test Scores button from the main screen. From this screen you can choose the test for which you want to enter scores.

Click OK after you have selected a test.

Entering Test Scores
CHAPTER 3: EXPLORING WORK

Administrator's Guide

Overview

*Exploring Work* is a *Career Visions* module for exploring the relationship between one’s personality and one’s occupational options. Given a set of personal and occupational characteristics, the user can:

- Assign any characteristic a ranking according to how important it is that an occupation match or not match that characteristic
- See a list of occupations sorted according to how well each matches the user's choices
- Get information about any of the occupations
- Compare (in chart form) the characteristics of two to five occupations at once
- Compare (in more detail) two occupations side by side.

The target audience includes users who:

- Have little experience or knowledge about occupations.

Time Required for Use

An experienced *Exploring Work* user may take two or three minutes setup time, five to fifteen minutes to make choices, plus five to ten minutes per occupation accessed. An inexperienced user will need five to ten minutes setup time, twenty to thirty minutes to make choices, plus five to ten minutes per occupation accessed.

General Program Sequence

Most *Exploring Work* users will work back and forth between the characteristics and the list of occupations. They may repeatedly make a choice, check the list, make another choice, and occasionally access information about the occupations. This module was designed to encourage exploration and experimentation, rather than to identify one occupation that best suits the user.

Links to Other Data

[Does not apply to stand-alone versions]

The Education Path section in the Occupation Information module includes links to the programs of study database (see screen on next page). A user could begin by getting information about Computer Engineering, for example, jump from there to information about Program of Study - Electrical, Electronics, and Communications Engineering, and could even jump from there to descriptions of colleges that offer the program. At any time the user could back up to *Exploring Work* and repeat the procedure for another occupation.
Scoring Formula

Many people can become confused about how *Exploring Work* scores occupations. This section explains all the details.

An occupation receives a certain number of points for matching each of the user's choices. (Important: To *match* a choice marked as "Dislike," the occupation must NOT involve that characteristic to a significant extent.) The points awarded for a match are:

- Like A Lot: 5
- Like: 3
- Dislike: 4

The maximum number of points an occupation could receive depends on how many characteristics the user has chosen, as well as the ranking the user gave each characteristic. The score for the occupation is found by dividing the number of points received by the maximum possible points given the user's choices, and multiplying by 100. Once an occupation is scored, it is put in either the Very Good category, the Good category, the Fair category, or the Poor category. Occupations are placed in a particular category based on the chart below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Score of Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>85 to 100</td>
</tr>
<tr>
<td>Good</td>
<td>70 to 84</td>
</tr>
<tr>
<td>Fair</td>
<td>50 to 69</td>
</tr>
<tr>
<td>Poor</td>
<td>0 to 49</td>
</tr>
</tbody>
</table>
CHAPTER 3: EXPLORING WORK

If an occupation does not have a Required characteristic, it is automatically put in the Poor Category.

**Example:**
Occupation A involves Math and Physics, but not Language Arts
Occupation B involves Math, Language Arts, but not Physics
Occupation C involves Language Arts, but not Math or Physics
The user chooses
- Like A Lot - Language Arts
- Like - Math
- Dislike - Physics.

The maximum points an occupation could receive would be $5 + 3 + 4 = 12$.
Occ A receives 3 points: It doesn't match the user's choice for Language Arts, nor Physics. Occ A's score would be $(3 / 10) \times 100 = 30$.
Occ B gets all 12 points: It involves both of the user's positive choices, but not Physics, the negative choice, so it *matches* all 3. Occ B's score would be $(12 / 12) \times 100 = 100$.
Occ C receives 9 points: It matches the user's choice for Language Arts and Physics, but not for Math. Occ C's score is $(9 / 10) \times 100 = 90$.

**Choosing Ranks**
A student who ranks every choice as Like A Lot is not going to get good discrimination in the occupation list. To see why, consider the scoring formula.
Suppose a student has chosen three characteristics, ranking each of them as Like

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 to 84</td>
<td></td>
</tr>
<tr>
<td>50 to 69</td>
<td></td>
</tr>
<tr>
<td>0 to 49</td>
<td></td>
</tr>
<tr>
<td>85 to 100</td>
<td></td>
</tr>
</tbody>
</table>

- These occupations scored 85 to 100
- These occupations scored 50 to 69
- These occupations scored 0 to 49
- These occupations scored 70 to 84
A Lot. Table 1 shows the possible scores for that set of choices. Table 2 shows the possible scores if the user changes the ranking of the 3rd choice to Like. Notice that there are only 4 possible scores in Table 1, but there are 6 possible scores in Table 2. This is because there are more unique ways to combine 5, 5, and 3 than there are ways to combine 5, 5, and 5.

It has been suggested that it is unreasonable to expect middle-school students to be able to make a distinction between what is Required, Liked A Lot, or Liked. In fact, this is one of the fundamental objectives when using Exploring Work: Teaching students to make distinctions between what is truly important and what is not, so that they can make wise decisions in the future.

Table 1

<table>
<thead>
<tr>
<th>Choice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>points</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>10</td>
<td>67</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td>10</td>
<td>67</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td>10</td>
<td>67</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 2

<table>
<thead>
<tr>
<th>Choice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>points</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>10</td>
<td>77</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td>8</td>
<td>62</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td>8</td>
<td>62</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

each row represents a hypothetical occupation; *’s indicate that the occupation matches that choice (see Choosing Ranks, previous page).
User Guide

Introduction

Workomatic is a Career Visions module for exploring the world of work to identify occupations toward which you might want to target your education. This guide shows you the main screens you will see in Workomatic.

Starting the Program

To start Workomatic:
Click the World of Work button on the Main Menu. Then click on the Workomatic button on the World of Work Menu.

To start stand-alone version:
Double-click the Workomatic icon on the Desktop.
CHAPTER 4: WORKOMATIC

Main Screen
Click here to see the list of choices you’ve made

Click here to clear all choices

Click here to see a list of matching occupations

Click on these buttons to see the categories of characteristics

Click on the panels to choose characteristics

Making Choices
Click on Clear to erase the choices you’ve made in a category

Click OK when done choosing from a category

Require or Avoid a characteristic by clicking on these radio buttons.
Require means you want an occupation to have that characteristic.
Avoid means you don’t want an occupation to have that characteristic.

Click here to see the list of choices you’ve made

Click here to clear all choices

Click here to see a list of matching occupations

Click on these buttons to see the categories of characteristics

Click on the panels to choose characteristics
When the Any/All switch is set to All, you’re asking the program to find the occupations that match all of the characteristics you selected in this category. When the Any/All switch is set to Any, you’re asking the program to find the occupations that match any (at least 1) of the characteristics you selected in this category.

Making Choices
Click here to see the occupations you just lost from your search when you selected your last characteristic.
Click here to see occupations that match your search.

Slider Categories
Some categories require that you move a slider instead of clicking on a radio button. Click on the thumbnail and drag to the level you desire.
Clicking on this dial changes the kind of information you get when you click on an occupation. In this picture it’s set to Full Description. So, when you click on an occupation, you will get the full description of the occupation.

Click on the tab bar to change your list.

Click on the Zoom Out button to return to the main screen.

Click on an occupation to get information on it.

Click here to change the sort order of your list.

See Matching Occupations.

See Matching Occupations.
Because the dial is set to Short Description, clicking on an occupation in the list will display a short description.

Because the dial is set to Why/Why Not, clicking on an occupation in the list will display the choices you’ve made and whether or not they match the selected occupation.
CHAPTER 4: WORKOMATIC

Entering Test Scores

Click OK after you have selected a test.

This popup is displayed after clicking on the Enter Test Scores button from the main screen. From this screen you can choose the test for which you want to enter scores.

Turning Test Scores On and Off

Click here to enter your inventory or test scores.

After you’ve entered your test scores, you can use these buttons to determine if they get used in your search.
Overview

Workomatic identifies occupations that match users' interests. Given a list of personal and occupational characteristics, users can:

- Choose characteristics to require or avoid
- See a list of occupations matching those choices
- Get information about any of the occupations
- Compare (in chart form) the characteristics of two to five occupations at once
- Compare (in more detail) two occupations side by side
- Sort the list alphabetically, by ID number, or by salary
- Users can also restrict the list by including the results of various aptitude tests and interest inventories.

Workomatic targets those users who:

- Are investigating occupations or educational programs and are planning on acting on their findings (as opposed to those who are exploring the world of work without immediate goals in mind).

Time Required for Use

Experienced Workomatic users may take two or three minutes setup time, plus five to ten minutes per occupation accessed. Inexperienced users will need five to ten minutes setup time, plus five to ten minutes per occupation accessed.

General Program Sequence

Most Workomatic users will have only vague ideas about the types of occupations they may be interested in or qualified for. If they have taken an aptitude test, they may begin by entering their test scores. As they select characteristics, they will see the number of matching occupations change. Encourage them to work back and forth between the characteristics and the occupation lists, showing them how specific choices may affect their employment options. Whenever the matching list gets small (fewer than 20 entries), users should check it for titles that seem interesting, and access the available information on those occupations.

Education Link

[Does not apply to stand-alone version.] The Education Path section in Occupation Information includes a link to the Education database (see screen on the following page). For example, users could begin by getting information about Police Officers, jump from there to learn about different Criminal Justice programs of study, and could even jump from there to descriptions of colleges
and universities that offer each program. At any time, users could back up to Workomatic and repeat these steps for a new occupation.

**Choosing Characteristics:**

**How Many?**

Users need not **Require** or **Avoid** every characteristic in a category. Workomatic warns users if they select more than three items in a category.

**Any/All**

The **Any/All** switch will confuse some users. Although the principle is simple, the concept is difficult for many to grasp. Just remember that **Any** is a short way of saying "At least one." If a category is set to **Any**, then occupations must match at least one choice or they are sent to the Reject Bin. If a category is set to **All**, occupations must match all choices to avoid rejection. This means that each choice (after the first) in a category marked **Any** will restore occupations from the Reject Bin, while each choice in a category marked **All** will eliminate occupations.

**WARNING!**

Users must be careful when selecting **Avoid**. Occupations are coded so that an occupation that often, but not always, involves a characteristic IS coded to that characteristic. For example, in the Travel category, if a user **Avoids** frequent overnight travel, Workomatic will eliminate occupations in which many jobs involve travel, and others don't. Users may thus be surprised to find that most Engineering professions have disappeared from the list, because many engineers (e.g., field service personnel) do a lot of traveling.
CHAPTER 5: CAREER SKILLS

User Guide

Introduction

*Career Skills* helps you select 30 work-related skills you may wish to use in future jobs and then matches those skills to over 600 occupations. This guide shows you the main screens you will see in *Career Skills*.

Starting the Program

To start *Career Skills*:

If you are running *Career Skills* within *Career Visions*, click the World of Work button on the Main Menu. Then click on the *Career Skills* button on the World of Work Menu.

To start a stand-alone version, double-click the *Career Skills* icon on the Desktop.
CHAPTER 5: CAREER SKILLS

The System Bar
An important feature of Career Skills is the System Bar. This is the strip at the left of each screen that tells you what module you are in. It also has five special buttons: My Plan, Print, Quit, Save, and Go Back. You can use these buttons at almost any time.

My Plan
Click on the My Plan button to print or view a copy of your career plan.

Print
Click on the Print button to print information related to the module you are in.

Quit
Quit gives you three choices:
• Quit Career Skills entirely
• Quit the module you are in and return to the main menu
• Cancel - don't quit after all

Save
This button lets you save your work so you can return to Career Visions at a later time and pick up where you left off.

Go Back
Click on the back arrow to return to the previous screen.
CHAPTER 5: CAREER SKILLS

Academic Skills
1. Arithmetic—Adding, subtracting, dividing, or multiplying fractions and whole numbers.
2. Language—Comprehending and articulating words used to communicate in one’s native tongue or a foreign language.
3. Mathematics—Solving problems involving unknowns as in algebra, geometry, and trigonometry.
4. Reading—Understanding the meaning of numerals and words formed by letters in written materials.
5. Science—Using systematic procedures and principles to solve problems, gather information and test hypotheses.

Communication Skills
6. Editing—(Revising or Deleting) Correcting written text by checking grammar, punctuation, and content.
7. Explaining—(Describing, Informing, or Briefing) Carefully and clearly telling people about things, so they easily understand you.
8. Listening—(Hearing or Paying Attention) Receiving, comprehending, and responding to audio signals, music, speech, or sign language.
9. Performing—(Entertaining) Conveying emotions, verbally or nonverbally, to an audience.
10. Public Speaking—(Addressing, Lecturing, or Orating) Making informational or instructional presentations to an audience.
11. Questioning—(Interviewing or Inquiring) Asking appropriate questions to get useful information from others or to help others to discover ideas.
12. Writing—(Drafting, Reporting, or Corresponding) Using proper grammar to make clear, meaningful sentences and paragraphs that can be easily understood by others.

Self-Management Skills
13. Accountable—Accepting responsibility for one’s actions and their effect on other individuals and organizations.
14. Dependable—Completing tasks, meeting deadlines, and conscientiously performing other duties as specified.
15. Efficient—Planning, organizing, and performing tasks accurately without wasting time or energy.
16. Flexible—Using different work skills to perform a variety of tasks or adopting new work skills to perform new or ongoing tasks.

Self-Initiative Skills
17. Determination—Persisting in one’s pursuit of excellence, competing with oneself and others commendably.
18. Endurance—Performing physically tiring work such as bending, stand-
CHAPTER 5: CAREER SKILLS

19. **Risk-Taking**—Willing to participate in activities that are adventurous or exciting yet contain an element of risk or danger.
20. **Strength**—Lifting and/or carrying heavy objects continually or occasionally during the workday.
21. **Tenacity**—Committing one’s efforts totally to the completion of a task over an extended period of time.

**Interpersonal Skills**
22. **Negotiating**—Solving problems by working out mutually beneficial agreements or contracts with others.
23. **Serving**—Attending to the needs of others as required or when requested.
24. **Teaching**—Introducing people to new ideas, information, concepts, and methods of investigating complex systems.
25. **Teamwork**—Working cooperatively with others to reach a common goal or goals.
26. **Training**—Explaining, describing, and demonstrating the procedures/techniques utilized to accomplish specific tasks.
27. **Treating**—Applying appropriate tests, procedures, and treatments to relieve physical or emotional pain and restore function.
28. **Understanding**—Recognizing and accepting the feelings of others even if unfamiliar to you in your personal experiences.

**Leadership Skills**
29. **Advising**—Providing individuals or groups with suggestions to help them solve problems or directing them to resources for needed services.
30. **Asserting**—Stating one’s opinions and ideas positively without fearing reprimand or criticism.
31. **Confronting**—Addressing negative issues or activities in the workplace to create a healthier and more productive atmosphere.
32. **Directing**—Leading the work activities of others by assigning duties, evaluating performance, and implementing policies to create a more productive and efficient workplace.
33. **Initiating**—Developing new, innovative ideas, relationships, or programs, and soliciting support for them.
34. **Persuading**—Convincing others of the benefits or advantages of your ideas and/or proposed activities.

**Detail Skills**
35. **Budgeting**—(*Allocating Expenditures*) Managing money by limiting expenditures within an income and assessing financial investments.
36. **Estimating**—(*Forecasting or Predicting*) Projecting the value, worth, extent, significance, nature, or cost of something.
CHAPTER 5: CAREER SKILLS

37. Measuring—(Gauging) Finding the length, angle, volume, or weight of something by using the appropriate tool.

38. Planning—(Scheduling) Determining the order and time frame of activities or events toward a final goal.

39. Record Keeping—(Posting or Compiling) Keeping track of money, objects, or facts in ledgers or computer databases.

40. Sorting—(Filing or Cataloging) Arranging items in a logical sequence or order.

41. Verifying—(Auditing or Proofreading) Checking numbers or text for accuracy and consistency.

Reasoning Skills

42. Analyzing—(Defining or Examining) Breaking a problem or job into its components so that each component can be dealt with individually.

43. Decision Making—(Deciding) Choosing a course of action and being responsible for outcomes.

44. Evaluating—(Appraising) Using data, one’s experience or training, or established standards to judge people, things, or ideas.

45. Investigating—(Researching or Studying) Collecting information by observing events, making inquiries, or conducting experiments.

46. Problem Solving—Identifying a problem, devising a plan, and determining the action(s) to resolve the area of concern.

Creative Skills

47. Designing—(Inventing) Using original or modifying existing techniques to develop a project, structure, product, or artistic presentation.

48. Drawing—(Sketching or Drafting) Representing concepts, people, or things by hand or by using special equipment.

49. Imagining—(Picturing or Envisioning) Using mental scenarios of people, things, or ideas to help decide what to do or to better understand others.

50. Interpreting—(Deciphering or Translating) Converting text, symbols, hand gestures, or the spoken word into understandable terms or language.

51. Synthesizing—(Reconstructing) Combining facts or ideas in new ways to create new ideas.

52. Visualizing—(Conceptualizing) Forming a mental image based on a drawing, verbal description, or text.

Informational Skills

53. Converting—(Transforming) Drawing charts or graphs by hand or using computer programs to illustrate or explain printed material.

54. Locating—(Searching) Using books, printed tables, card catalogs, or computer databases to locate information.

55. Manipulating—(Storing or Retrieving) Creating paper or computer files
to maintain correspondence, invoices, and other business records.

56. **Processing**—(*Generating*) Combining information from several sources into a more complex document by merging databases.

**Systematic Skills**

57. **Assembling**—(*Fitting*) Putting parts together or joining components of devices or products.

58. **Constructing**—(*Building or Setting Up*) Assembling components to form a complete structure, product, or system.

59. **Correcting**—(*Adjusting*) Identifying and rectifying malfunctions of mechanical devices or systems that have an impact on operations or performance.

60. **Maintaining**—(*Repairing*) Lubricating, cleaning, and aligning or removing and replacing defective parts of machines, electronic devices, or instruments.

61. **Operating**—(*Driving, Controlling, or Piloting*) Guiding the functions of a machine, vehicle, or electronic device manually or via a computerized control panel.

62. **Troubleshooting**—(*Diagnosing*) Investigating and resolving atypical or complex problems.

**Situational Skills**

63. **Accepting Repetition**—Performing the same task repeatedly on a routine basis without becoming bored or frustrated.

64. **Acting with Precision**—Consistently performing duties meticulously and concisely.

65. **Attending to Diverse Tasks**—Accurately performing a variety of duties that require distinctly different skills on a regular basis.

66. **Coordination**—Smoothly, accurately, and simultaneously moving several parts of the body to perform physical activities.

67. **Dexterity**—Precisely using one’s hands and/or fingers to grasp or manipulate objects.

68. **Following Procedures**—Observing the formal and/or informal social policies and procedures of a specific workplace.

69. **Remaining Alert**—Staying attentive and reacting quickly to correct something regardless of the nature of the task.

70. **Working Under Pressure**—Performing one’s duties accurately and quickly in emergency situations or to meet deadlines.
You can rate skills in two different ways; first, by clicking on the skill and then rating it; second, by clicking on one of these buttons and then clicking on the skill. For example, to rate all the skills you want to use very often, click on the Very Often button (the cursor will change to look like the button). Next, click on all the skills you want to use very often. To change the cursor, click on another button or somewhere outside the skill list.
CHAPTER 5: CAREER SKILLS

Finding Occupations Related to Your Current or Past Occupation

1. Click on the **See Skills from an Occupation** button to get a list of occupations.

2. From the list of occupations, choose an occupational title that is the same or equivalent to your current job. Close the popup.

3. When you return to this screen all the skills will be set.

4. Click on the **See Matching Occupations** button to see the list of occupations that are related to your current or past occupation.
CHAPTER 5: CAREER SKILLS

Rating a Skill

You can rate skills in two different ways; first, by clicking on the skill and then rating it. Second, you can click on one of the buttons and then click on the skill. For example, to rate all the skills you want to use very often, click on the Very Often button (the cursor will change to look like the button). Next, click on all the skills you want to use very often. To change the cursor, click on another button or somewhere outside the skill list.

Workbook Entry

You get to this screen by clicking on this dial Enter the skill numbers from your workbook on this screen
CHAPTER 5: CAREER SKILLS

Matching Occupations

These are the scores of the top 25 occupations

Click on an occupation to get information on it
CHAPTER 5: CAREER SKILLS

Administrator's Guide

Overview

Career Skills is a career search program based on a personal skills analysis. As used in this program, skills are attributes, capabilities, or qualities that are valued in the world of work. From a group of 70 skills, users select a set of 6 skills they most want to use on the job, 12 they want to use often, 12 they want to use sometimes, and 4 they want to avoid.

The process of personal skills analysis required to select skills has as much, or more, value to the user as the results produced by the program. While users will benefit from using the program without professional assistance, when used with professional support, Career Skills produces numerous benefits.

The Career Skills program helps users:

1. Seriously consider the personal skills they have developed through their past experiences, both work related and otherwise.
2. Understand they have many skills they can use in future occupations.
3. Determine the names of 25 occupations they can explore further, based on their individual list of skills.
4. Learn that few occupations will allow them to use all of their skills and that most occupations (often desirable ones) will require skills they may not currently possess.
5. Learn the implications of compromise in their search for an "ideal" occupation.

While Career Skills is primarily designed for adults, it has proven successful for high school students who have paid or volunteer work experiences or who have given serious prior consideration to a career choice.

Career changers, displaced workers, and individuals re-entering the labor market find that being able to identify their skills is ideal preparation for resume writing, job interviewing, and job hunting. Completing this process not only identifies skills but increases self-awareness and self-esteem, two qualities that are beneficial to any job-hunter.

Time Required for Use

An experienced Career Visions user may take two or three minutes setup time, plus five to ten minutes per occupation accessed. An inexperienced user will need five to ten minutes setup time, plus five to ten minutes per occupation accessed.
CHAPTER 5: CAREER SKILLS

General Program Sequence
Methods for Entering Skills

_Career Skills_ offers several methods to assist users in selecting skills to enter into the program. A counselor or advisor should be able to suggest the most appropriate method for users based upon their individual needs.

1. **Skill List:** Recommended for most adults who have previous work experience or who have spent some time thinking about the types of occupations they might enjoy.

2. **Show Skills from an Occupation:** Recommended for those with work experience. In this method, the user identifies one occupation and uses it to create an initial skills list. This list can be used to immediately find a matching list of occupations or the list can be edited before looking at a matching list. This method is ideal for a user who has lost a position that he or she liked a great deal and is searching for occupations with similar skill requirements.

Interpretation of Results

A list of 25 occupations that most closely match the skills entered by the user is produced, and a rating (considering the user's skills and the skills of the occupation) for each occupation is included on the list. The list of occupations and their ratings contains only 5% of the occupations in the _Career Skills_ database. These occupations best match the user's skills.

The highest rating an occupation can receive is 100, but this score is only achieved if every skill chosen by the user exactly matches every skill required for the occupation. Users should be encouraged to view scores in the midranges as healthy and indicative of the complexity of their personalities.

**Above Average:** Users whose highest-rated occupation is above average are usually very enthusiastic and dedicated to their work and have been developing skills which are especially relevant to specific occupations.

**Below Average:** Users whose highest-rated occupation is below the average

<table>
<thead>
<tr>
<th>Comparing Results Obtained by Other Students/Clients</th>
<th>Highest Rated Occupation</th>
<th>Range of Difference Highest to Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptionally High</td>
<td>Above 62</td>
<td>Above 23</td>
</tr>
<tr>
<td>Above Average</td>
<td>55 to 62</td>
<td>19 to 23</td>
</tr>
<tr>
<td>Average</td>
<td>40 to 54</td>
<td>10 to 18</td>
</tr>
<tr>
<td>Below Average</td>
<td>32 to 39</td>
<td>6 to 9</td>
</tr>
</tbody>
</table>

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CHAPTER 5: CAREER SKILLS

may have selected less than the maximum number of skills permitted in Career Skills or they may have diverse skills which do not fit well into any one occupation. Not selecting the full number of skills may indicate a low sense of self-worth or apathy toward work in general. Many students who score low are not sure they want to work and/or have not tried to develop good work habits or skills which employers will value. Private counseling with these students may be helpful in identifying their fears.

An above average range of difference between the highest and lowest rated occupations on a user's list usually indicates a focused person (suited to a number of diverse occupations).

A below average range of difference between the highest and lowest rated occupations on a user's list usually indicates an unfocused person or a person who has skills in areas of the labor market where there is little differentiation among occupations. Many unskilled or semiskilled trades, for example, require similar skills and users who score high in these areas have narrow ranges with many similar occupations to choose from.

A below average range of difference is also observed when a user fails to differentiate. For example, a large number of social service occupations with similar ratings may indicate a socially concerned person with no specific area of interest.

Links to Education Data
[Does not apply to Stand-alone version.] The Education Path section in the Occupation Info module includes a link to the programs of study database. A user could begin by getting information about Agricultural Engineers, for example, jump from there to learn about different Criminal Justice programs of study, and could even jump from there to descriptions of colleges and universities that offer each program. At any time the user could back up to Career Skills and repeat these steps for a new occupation.

Education Path for an Occupation

This is a list of programs that relate to Advertising Managers. Click on a program title to get information on it.
Introduction

*Exploring Education* is a *Career Visions* module for searching for educational institutions (universities, technical colleges, special training schools) that meet your educational needs and desires.

This guide shows you the main screens you will see in *Exploring Education*.

Starting the Program

To start *Exploring Education* from *Career Visions*:

Click on the World of Learning button on the Main Menu and then click on the *Exploring Education* button on the World of Learning Main Menu.

To start *Exploring Education* from the stand-alone version:

Double-click the *Exploring Education* icon from the desktop.
CHAPTER 6: EXPLORING EDUCATION

Main Screen
Click here to see schools
Click on the category titles to see the characteristics
Click here to see a list of the choices you’ve made
Click here to clear all your choices

Making Choices
Some categories have subcategories within them. To see these subcategories, click on one of the headers.
Rate a school feature by clicking on the radio buttons
Click on the Zoom Out button to return to the main screen
Click here to see schools
CHAPTER 6: EXPLORING EDUCATION

Finding Schools that Offer a Program of Study

Click on a program area to see the list of programs for that area.

Click on the Zoom Out button to return to the main screen.

After clicking on a program area (see screen above), a list of programs will appear. Click on the program(s) in which you are interested and then click OK. After clicking OK, you will then be able to rate the programs you selected.
CHAPTER 6: EXPLORING EDUCATION

Searching for Schools that Have Athletic Programs

Click on an athletic program area to see the list of sports for that area.

After clicking on an athletic program area (see screen above), a list of athletic programs will appear. Click on the sport(s) in which you are interested and then Click OK.

Choose the division level here

Rate the sports programs here

Click on the Zoom Out button to return to the main screen.
CHAPTER 6: EXPLORING EDUCATION

Geographic Location

Click on the states in which you want to search for schools.

Slider Categories

Some categories require that you move a slider. Click on the thumbnail and drag to the level you desire. Then click on the radio button to make your rating.

Click on the Zoom Out button to return to the main screen.
CHAPTER 6: EXPLORING EDUCATION

Application Deadline

When you click on a month, all the months after it will be highlighted. This will give you a list of schools which have an application deadline during or after the month you’ve selected.

Click on the Zoom Out button to return to the main screen.

Seeing Matching Schools

Click on the radio buttons to see matching schools.

Click on the tab bar to change your list.

Click here to change the sort order of your list.

Click on the Zoom Out button to return to the main screen.
CHAPTER 6: EXPLORING EDUCATION

Seeing Matching Schools

Click on a school to get information on it.

Clicking on this dial changes the kind of information you get when you click on a school. In this picture it’s set to Why Good. So, when you click on a school you will get information as to why this school is a Good match (see next screen).

The Why Dial

Because the dial is set to Why Good, clicking on a school in the list will display the choices you’ve made and whether or not they match the selected school.
CHAPTER 6: EXPLORING EDUCATION

Administrator's Guide

Overview

Exploring Education is a Career Visions module for locating postsecondary educational institutions that will satisfy the user's goals and educational requirements. Given a set of institutional characteristics, the user can:

- Assign any characteristic a ranking according to how important it is that a school match or not match that characteristic
- See a list of schools sorted according to how well each matches the user's choices.
- Get information about any of the schools
- Compare (in chart form) the characteristics of two to five schools at once
- Compare (in more detail) two schools side by side

The target audience includes users who:

- Have little experience or knowledge about postsecondary education
- Have considerable knowledge of what they want, but not where they can get it

Time Required for Use

An experienced Exploring Education user may take two or three minutes setup time, five to fifteen minutes to make choices, plus five to ten minutes per school accessed. An inexperienced user will need five to ten minutes setup time, twenty to thirty minutes to make choices, plus five to ten minutes per school accessed.

General Program Sequence

Some Exploring Education users will work back and forth between the characteristics and the list of schools. They may repeatedly make a choice, check the list, make another choice, and so on, and only occasionally access information about the schools at the top of the list. Other users will have a clear idea of what they are looking for and quickly select the characteristics that are important to them, and then examine those schools that best match their choices.

Links to Other Data

[Does not apply to stand-alone versions]

The screens that present school information include links to the Programs of Study database. A user could begin by getting information about the University of Illinois, for example, jump from there to information about Program of Study 6555 - Electrical, Electronics, and Communications Engineering, and could then jump from there to descriptions of other colleges that offer the program. The user could also jump to information about the occupations that are associated with a particular program. At any time the user could back up to Exploring Education and repeat the procedure for another occupation.
Scoring Formula

Many people get confused about how *Exploring Education* scores schools. This section explains all the details.

A school receives a certain number of points for matching each of the user's choices. (Important: To match a choice marked as "Dislike," the school must NOT involve that characteristic to a significant extent.) The points awarded for a match are:

- Like A Lot: 5
- Like: 3
- Dislike: 4

The maximum number of points a school could receive depends on how many characteristics the user has chosen, as well as the ranking the user gave each characteristic. The score for the school is found by dividing the number of points received by the maximum possible points given the user's choices, and multiplying by 100. Once a school is scored, it is put in either the Very Good category, the Good category, the Fair category, or the Poor category. Schools are placed in a particular category based on the chart below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Score of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>85 to 100</td>
</tr>
<tr>
<td>Good</td>
<td>70 to 84</td>
</tr>
<tr>
<td>Fair</td>
<td>50 to 69</td>
</tr>
<tr>
<td>Poor</td>
<td>0 to 49</td>
</tr>
</tbody>
</table>

If a school does not have a Required characteristic, it is automatically put in the Poor Category.
CHAPTER 6: EXPLORING EDUCATION

Example:
School A doesn't offer Computer Science, is a private (nonreligious) school, and has a dress code.
School B offers Computer Science, is a private (nonreligious) school, and has no dress code.
School C offers Computer Science, is a public university, and has no dress code.
The user chooses:
• Like A Lot - Computer Science;
• Like - Private (Nonreligious) school;
• Dislike - Dress Code.
The maximum points a college could receive would be $5 + 2 + 3 = 10$.
School A receives 3 points: It doesn't match the user's choice for Computer

### Table 1

<table>
<thead>
<tr>
<th>Choice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>points</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td>10</td>
<td>67</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td>10</td>
<td>67</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>5</td>
<td>33</td>
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<td>33</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Table 2

<table>
<thead>
<tr>
<th>Choice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>points</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*'s indicate that the school matches that choice (see Choosing Ranks, previous page).

These schools scored 85 to 100
These schools scored 50 to 69
These schools scored 0 to 49
These schools scored 70 to 84
Science, nor Dress Code. School A’s score would be \((3 / 10) \times 100 = 30\).
School B gets all 12 points: It involves both of the user’s positive choices, but has no dress code, the negative choice, so it *matches* all 3. School B’s score would be \((12 / 12) \times 100 = 100\).

School C receives 9 points: It matches the user’s choice for Computer Science & Dress Code, but not for Private (Nonreligious). School C’s score is \((9 / 10) \times 100 = 90\).

**Choosing Ranks**

The *Require* rank should be used very sparingly: You should impress this upon your students. A student who definitely wants to study Computer Science may indeed want to require that characteristic from the Programs of Study category; but in general, students should use the other rankings. You must also get them to use *different* ranks. A student who ranks every choice as Like A Lot is not going to get good discrimination in the school list. To see why, consider the scoring formula. Suppose a student has chosen three characteristics, ranking each of them as Like A Lot. Table 1 shows the possible scores for that set of choices. Table 2 shows the possible scores if the user changes the ranking of the 3rd choice to Like. Notice that there are only 4 possible scores in Table 1, but there are 6 possible scores in Table 2. This is because there are more unique ways to combine 5, 5, and 2 than there are ways to combine 5, 5, and 5.
CHAPTER 7: OCCUPATION INFORMATION

User Guide

Introduction

*Occupation Info* presents you with the information we have collected on hundreds of occupations. *Occupation Info* is a *Career Visions* module for learning about occupations. It's most useful to people who already have one or two occupations in mind. They can use the program to find out whether *Career Visions* has any data on those occupations.

This guide shows you the main screens you will see in *Occupation Info*.

Getting to the Data

You can reach *Occupation Info* by clicking the World of Work button on the Main Menu and then clicking on the Occupation Info button on the World of Work Menu, or from the Occupation List screens of *Exploring Work* or *Workomatic*. (You can also reach it from *Programs of Study Info* - see *Programs of Study Info User Guide*.) If you click an occupation title from a list, you will go directly to the full information screens for that occupation.
CHAPTER 7: OCCUPATION INFORMATION

Organization of Titles
Standard Occupational Classification Codes
The occupations in Career Visions are categorized into 21 occupational divisions. These divisions correspond to the Standard Occupational Classification (SOC) codes established by the U.S. Department of Labor. Each division contains occupations in which similar tasks are performed.

Occupational Descriptions
An explanation of the available information and how it is organized follows:
1. **Occupational Numbers:** Each occupation has a five digit number. Occupations belonging to the same general SOC group have the same first four digits. The fifth digit differentiates the goal(s) specific to a given occupation from the other occupations in the SOC group. An example of occupations with the same first four digits follows:
   - 3620.1 Medical Technologists
   - 3620.2 Ultrasound Technologists
   - 3620.3 Histotechnologists
2. **Alternative Titles:** These are titles frequently used within a given profession or in employment advertisements.
3. **Government Titles:** These titles are used within government service to refer to occupations.
4. **Military Titles:** These titles are the military counterparts to occupational titles.
CHAPTER 7: OCCUPATION INFORMATION

5. **Occupational Description:** The duties and responsibilities of the occupation are identified in this section. Specific work activities and tools or equipment unique or of special importance to the occupation are also presented.

6. **Hours and Conditions of Employment:** The average number of hours worked weekly, factors affecting the hours worked, and any hazardous or unpleasant environmental condition(s) associated with the occupation are identified in this section.

7. **Work Locations:** Typical work sites for individuals employed within the occupation are described in this section.

8. **Pros and Cons:** The personal benefits and challenges to individuals employed in the occupation are reported by people working in the occupation, employers, and educators.

9. **Method of Entry:** The education, training, and/or work experiences necessary for entry-level employment in the occupation are identified in this section. Helpful High School Work/Training Experiences describes activities recommended for employment in the occupation and employer hiring methods.

10. **Education and Training:** The clusters associated with the occupation are listed in this section. Each cluster lists the postsecondary Programs of Study that prepare people for entry-level employment in the occupation.

11. **Advancement Opportunities:** Career paths that are available to people who have experience and expertise in the occupation are explored in this section. Promotions within occupations and lateral career moves from one occupation to another are also discussed.

12. **Salary/Wage Information:** The national salary ranges are provided for each occupation in this section, when available. Salary data have been modified using a straight-line statistical method, to produce industry-specific multiplication factors. These factors have been applied to the salary data in an attempt to more accurately reflect current salary levels. Available information on fringe benefits, seasonal incomes, and commissions is also included in this section.

13. **Other Sources of Information:** Additional references providing information on the occupation, are listed in this section.
CHAPTER 7: OCCUPATION INFORMATION

**Occupation List**
- Click on the tab bar to change your list
- Click here to modify your list (e.g., get a list of occupations whose salary is above $35,000; get a list of occupations that have “teach” in the title)

**Sort Occupations**
- Click on the Sort List button to get this popup

Click on an occupation to get information on it

Click here to change the sort order of your list (see next screen)
CHAPTER 7: OCCUPATION INFORMATION

Modify List

Click on the Modify List button to get this popup.

Entering text here will give you a list of occupations having that text in the titles.

Click and drag the slider to get a list of occupations with the minimum salary you set.

Click on this dial to compare this occupation to other occupations. The Text Compare shows information in text form. The Chart Compare shows information in chart form.

Click on these buttons to change the general category of information you are viewing on the occupation.
CHAPTER 7: OCCUPATION INFORMATION

Clicking on the Programs of Study button within the Education Path category gives you a list of programs related to the occupation.

Click on a program to get information on it.

You get to this screen by clicking on this dial.

Click up here to select a different occupation.

Click on these buttons to change the general category of information you are viewing on the occupation.

Text Compare

Education Path

Clicking on the Programs of Study button within the Education Path category gives you a list of programs related to the occupation.

Click on a program to get information on it.

You get to this screen by clicking on this dial.

Click on these buttons to change the general category of information you are viewing on the occupation.

Click up here to select a different occupation.
CHAPTER 7: OCCUPATION INFORMATION

<table>
<thead>
<tr>
<th>Occupation Info</th>
<th>Chart Compare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click up here to select a different occupation</td>
<td></td>
</tr>
<tr>
<td>Click on these buttons to change the general category of information you are viewing on an occupation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to get a list of industries related to this occupation</td>
</tr>
<tr>
<td>Click on an industry to get more information on it</td>
</tr>
</tbody>
</table>
CHAPTER 7: OCCUPATION INFORMATION

Related Industries
Level 1
Click here to go back

Click on a level 2 industry group to see information on it

Related Industries
Level 2
Click here to go back to level 1

Click on a level 3 industry group to get information on it

Related Industries
Level 3
Click here to go back to level 2

Click here to get information on businesses which employ people in this industry

Click on a level 4 industry group to get information on it
CHAPTER 7: OCCUPATION INFORMATION

Employers

Click on an employer to get information on it

Click on a city to remove the employers from that city

Click on counties or regions to see employers in those areas

Type in a name of a city to see employers from that city

Click on an employer to get information on it

Click on the back arrow to return to Occupation Info
CHAPTER 8: COLLEGE INFORMATION

User Guide

Introduction

College Info presents you with the information we have collected on hundreds of educational institutions. College Info is a Career Visions module for learning about schools where you can continue your education beyond high school. It's most useful to people who already have one or two schools in mind. This guide shows you the main screens you will see in Colleges Info.

Getting to the Data

You can reach College Info by clicking on the World of Learning button on the Main Menu and then clicking on the College Info button on the World of Learning Menu, or from the Colleges List screens of Exploring Education. (You can also reach it from Programs of Study Info - see Programs of Study Info User Guide.) If you click on a school name from a list, you will go directly to the full information screens for that school.
CHAPTER 8: COLLEGE INFORMATION

**College List**
- Click on the tab bar to change your list
- Click here to modify your list (e.g., get a list of schools that have “Art” in the title)

**Sort Colleges**
- Click on a school to get information on it
- Click here to change the sort order of your list (see next screen)
- Click on the Sort List button to get this popup
CHAPTER 8: COLLEGE INFORMATION

**Modify List**
Click on the Modify List button to get this popup.

Click and drag the slider to see colleges with a certain level of tuition.

**Main Screen**
Click on these buttons to get specific information within the general category.

Click on this dial to compare this school to other schools. The Text Compare shows information in text form. The Chart Compare shows information in chart form.

Entering text here will give you a list of colleges having that text in their title.

Click on the states for which you want to see colleges.

Click on these buttons to change the general category of information you are viewing on the school.
## Programs of Study Offered by a School

Click on the tab bar to change the list of programs.

Click on a program to get information on it.

---

### Text Compare

You get to this screen by clicking on this dial.

Click on these buttons to change the general category of information you are viewing on the school.

Click up here to select a different school.
CHAPTER 9: PROGRAMS OF STUDY INFO

User Guide

Introduction
Programs of Study Info presents you with the information we have collected on hundreds of education and training programs of study. Programs of Study Info is a Career Visions module for learning about educational programs. It's most useful to people who already have some idea of what they want to study, but want to know more about the different fields within a broad area.

This guide shows you the main screens you will see in Programs of Study Info.

Getting to the Data
You can reach Programs of Study Info by clicking on the World of Learning button on the Main Menu and then clicking on the Programs of Study Info button on the World of Learning Menu. (You can also reach it from College Info and Occupation Info - see the appropriate user guides.) If you click on a program title or program cluster title from a list, you will go directly to the full information screens for that program or cluster of programs.
CHAPTER 9: PROGRAMS OF STUDY INFO

Programs of Study List

Click on these checkboxes to show only programs that are offered at the degree level checked.

Click here to modify your list (e.g., get a list of programs that have “Engineering” in the title).

Click on a program of study to get information on it.

Click on the tab bar to change your list.

Modify List

Click on the Modify List button to get this popup.

Entering text here will give you a list of programs having that text in the titles.
CHAPTER 9: PROGRAMS OF STUDY INFO

Main Screen
Click on these buttons to get specific information within the general category.

Click on these buttons to change the general category of information you are viewing on the program of study.

Occupations Related to Program
Click on an occupation to get information on it.
CHAPTER 9: PROGRAMS OF STUDY INFO

Schools Offering the Program

Click on the tab bar to change your list

Click here to modify your list (e.g., get a list of schools that have “Tech” in the title)

Click on a school to get information on it

Click here to change your list of schools so only those offering certain degrees will appear

Click here to change how the list of schools is sorted
CHAPTER 10: TECHNICAL SUPPORT

Technical Support Information

We provide free phone technical support to help you get your software up and running. Our software is designed to work on both Macintosh and Windows computers and is thoroughly tested under a variety of different configurations. Though we do not have the facilities to test under every software and hardware configuration, we are confident that it will work under most setups. If you are having problems installing or running our software, please call us as soon as you can. We are committed to providing you with the best technical support to ensure that our software works for you.

What we provide:
• Free phone technical support 8:30 to 4:30 Monday through Friday. If our technical support line is busy, it is our pledge to get back to you as soon as possible. You may call before 8:30 or after 4:30 and leave a message on our voice mail system.

What you must provide to get technical support:
• When you call for technical support, you must have a phone by the computer (i.e., you should be able to talk on the phone while sitting at the computer).
• You should have the latest version of our software.
• The person calling for technical support must have a working knowledge of the operating system (i.e. System 7 or 8 for Macintosh, or Windows 95 or 98).
• If your software is networked or is going to be networked, your network system administrator should be the person to call for technical support.
• If your software is networked or is going to be networked and your school has contracted with an outside agency to maintain/administer your network, someone from that agency should call for technical support. To ensure that we will be available when someone from that agency calls us, we require you set up an appointment with our technical support people.
• If your software does not work, please call us as soon as you can.

What we are not responsible for:
• Setup or maintenance of computer networks
• Setup or maintenance of System 7 or 8, or Windows
• Problems encountered in running our software which are caused by: a network setup in an unconventional manner.
• a conflict with other software.
• Providing technical support for software released in previous years.

Technical Support Toll-Free Number
(800) 442-4612 ext. 12
8:30 a.m. to 4:30 p.m. CST, Monday through Friday